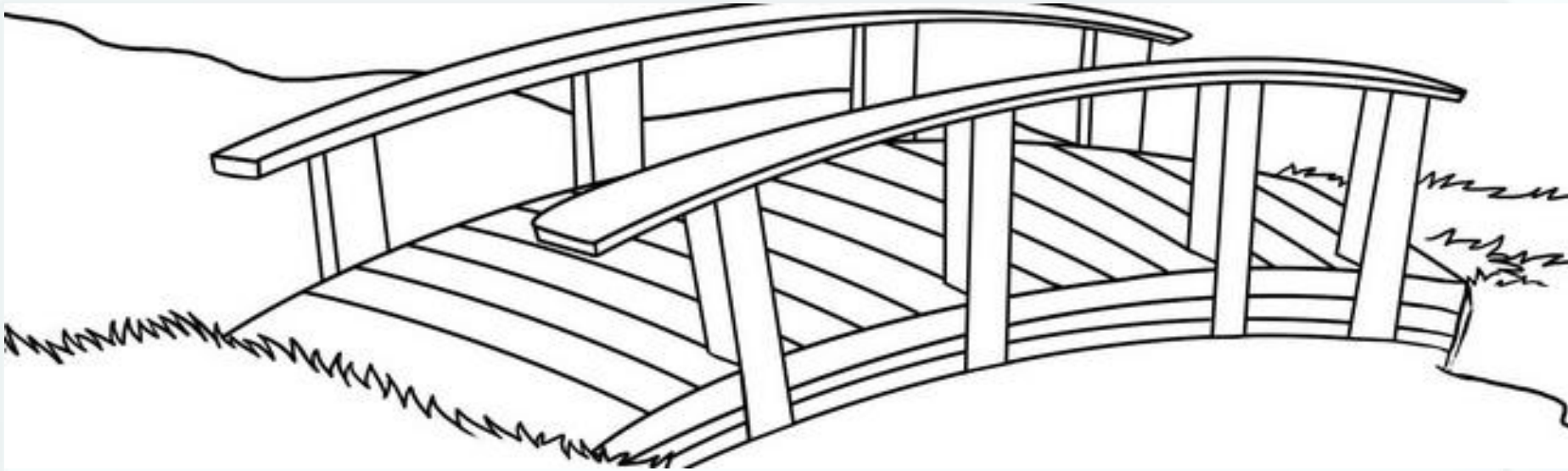
To Compliance and Beyond…

Steps that will lead to high quality ELD instruction

Rita Tantillo
Director of Language Acquisition, Paradise Valley Unified School District

Forging the River of Doubt

The “River of Doubt” is named after naturalist Theodore Roosevelt, who forged over 900 miles of uncharted Brazilian waters for 40 days. He sought to determine *where and by which* ***course*** the river flowed into the Amazon.

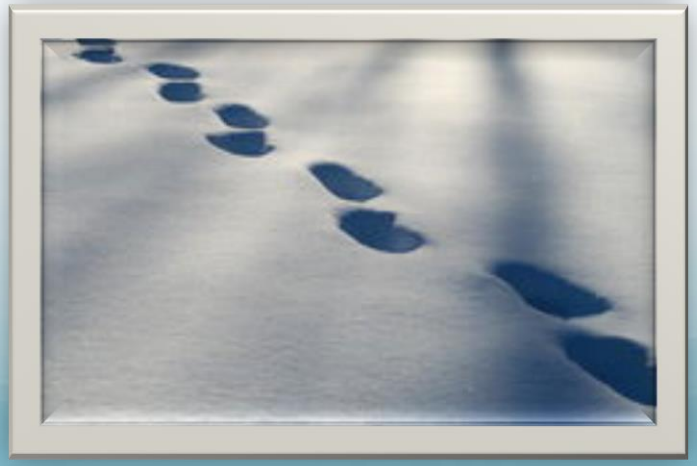


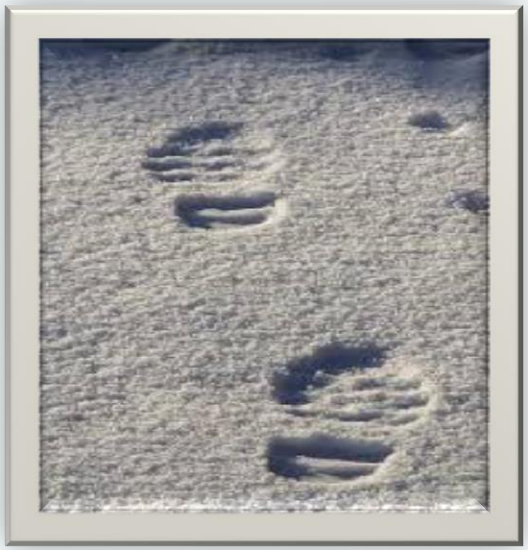
A bridge is a critical link between where one is and where one wants to be. A bridge that works in one place almost never works in another. Each bridge requires careful design that considers its purpose, who will use it, the conditions that exist at its anchor points…and the resources required to construct it.

Where are we and what course will we take to cross over to compliance?

Step by Step

Ten Steps to Compliance





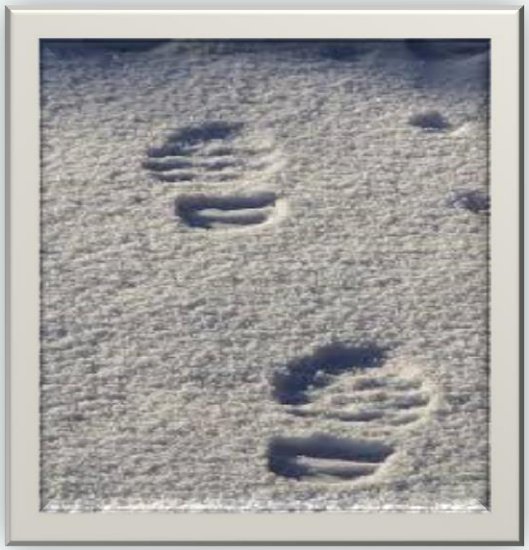
Step 1

Identify Compliance Issues

Step 1
Identify Compliance Issues

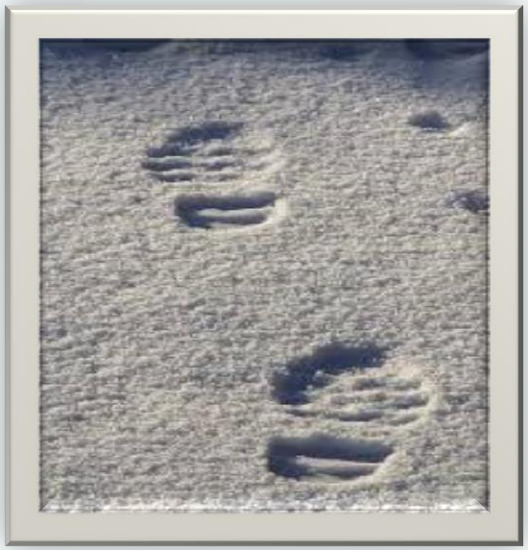
1. File compliance.
2. Model implementation compliance

- Allocation of 4 hours of ELD was not being met (missing time, embedded with other time allocations, or missing altogether).
- Lesson plans, in some cases, existed to a minimal degree, and standards/PIs were not identified. If evident in plans, standards did not match instruction.
- Use of ELP standards was found to be deficient as the driver of instruction (SEI and ILLP classrooms).
- ILLP noncompliance, including absence of appropriate signatures and partial documentation.



Step 2

Take Ownership

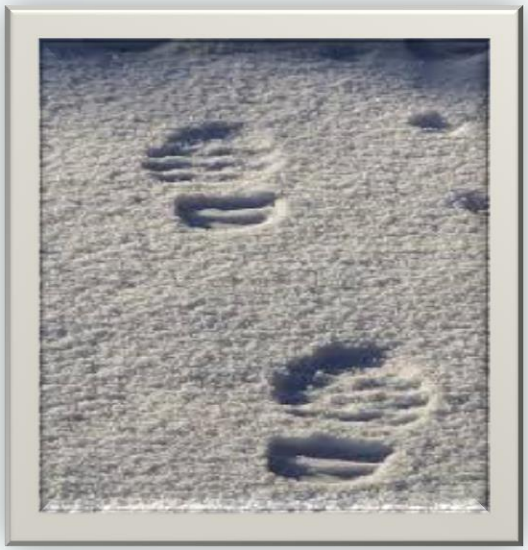


Step 3

Examination of Practice
Deep Reflection

Quick Share Out

What instructional practices do you see in daily lessons that are designed to increase English language proficiency?



Step 4
Shared Vision

- What is best for students?
- What are the “givens”?
- What are the tangibles?
- What are the intangibles?
- Is the plan congruent with best practice?

Tangibles

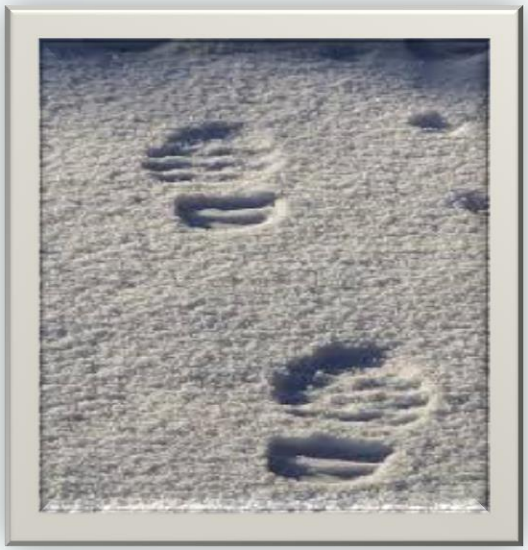
- Sentences are the basic unit of language and their use by students and teachers accelerates English.
- All ELD instruction is driven by a discrete skill from the Language Star.
- Overt and consistent correction of ELLs grammar errors promotes the learning and use of structurally accurate English.
- Student production of language leads to higher levels of English proficiency.
- Pushing students to a level of productive discomfort accelerates English language learning.

Intangibles

- Teacher behaviors change from, “I already get good results,” to “How can I provide better instruction?”
- Change in school culture.
- Empowerment of teachers and students

Step 5

Build Professional Capacity



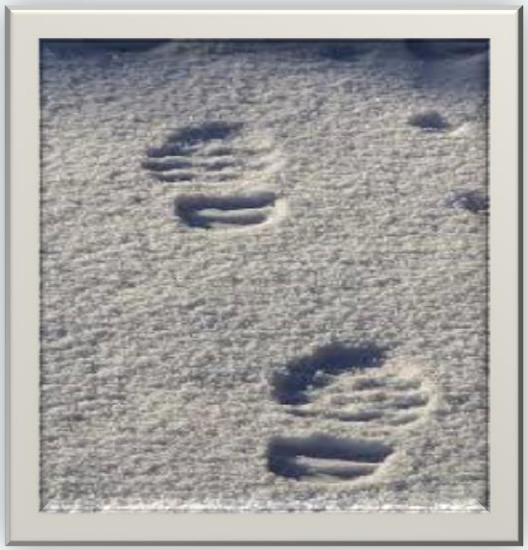
Step 6

Create a Plan

Once you know where you are and where you need to be, choose the course that leads you there.

PVUSD Corrective Action Plan

- Correct Registration issues (PHLOTE questions).
- Use of a common, electronic lesson planning tool.
- Monitoring of teachers' schedules for correct time allocations, per ADE models.
- Development of performance-based coaching.
- Development of ILLP training model.
- Provide professional development on the use of the ELP Standards to drive instruction.



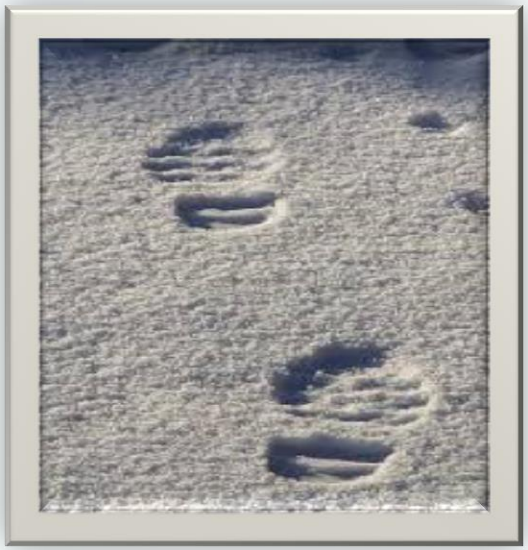
Step 7

Implement Performance-Based Coaching Model

(Or whatever your plan includes)

Cornerstones of the Approach

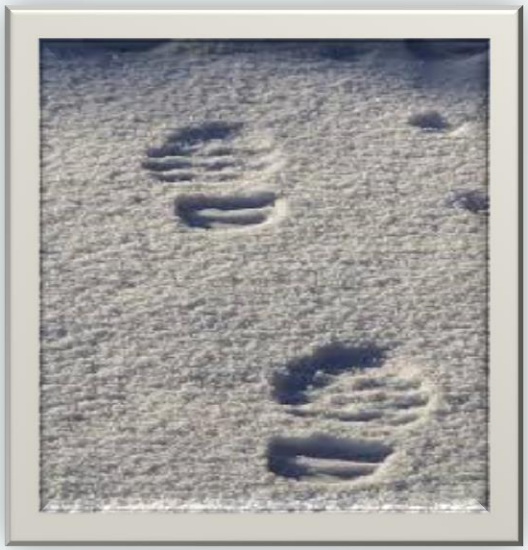
1. Direct connection between teaching methods and student language needs (Language Star).
2. Five common language acceleration principles-highly visual and collaborative.
3. Ten high-powered methods to develop advanced English language competencies.
4. Clear scope and sequence of skills.
5. Quarterly language assessments.



Step 8

Professional Development

- District administration
- School administration
  - Coaches
  - Teachers

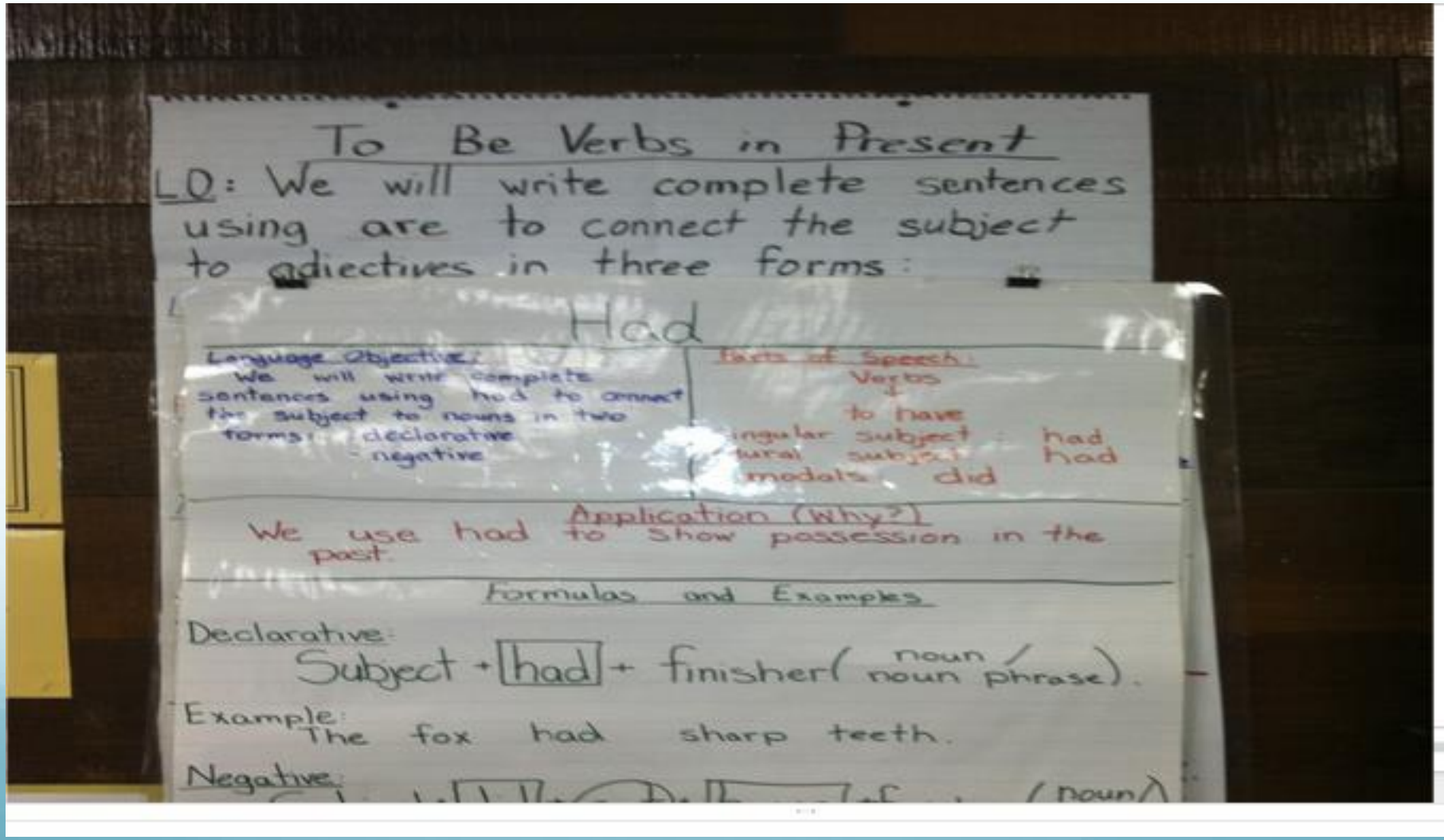


Step 9

Watch for it!

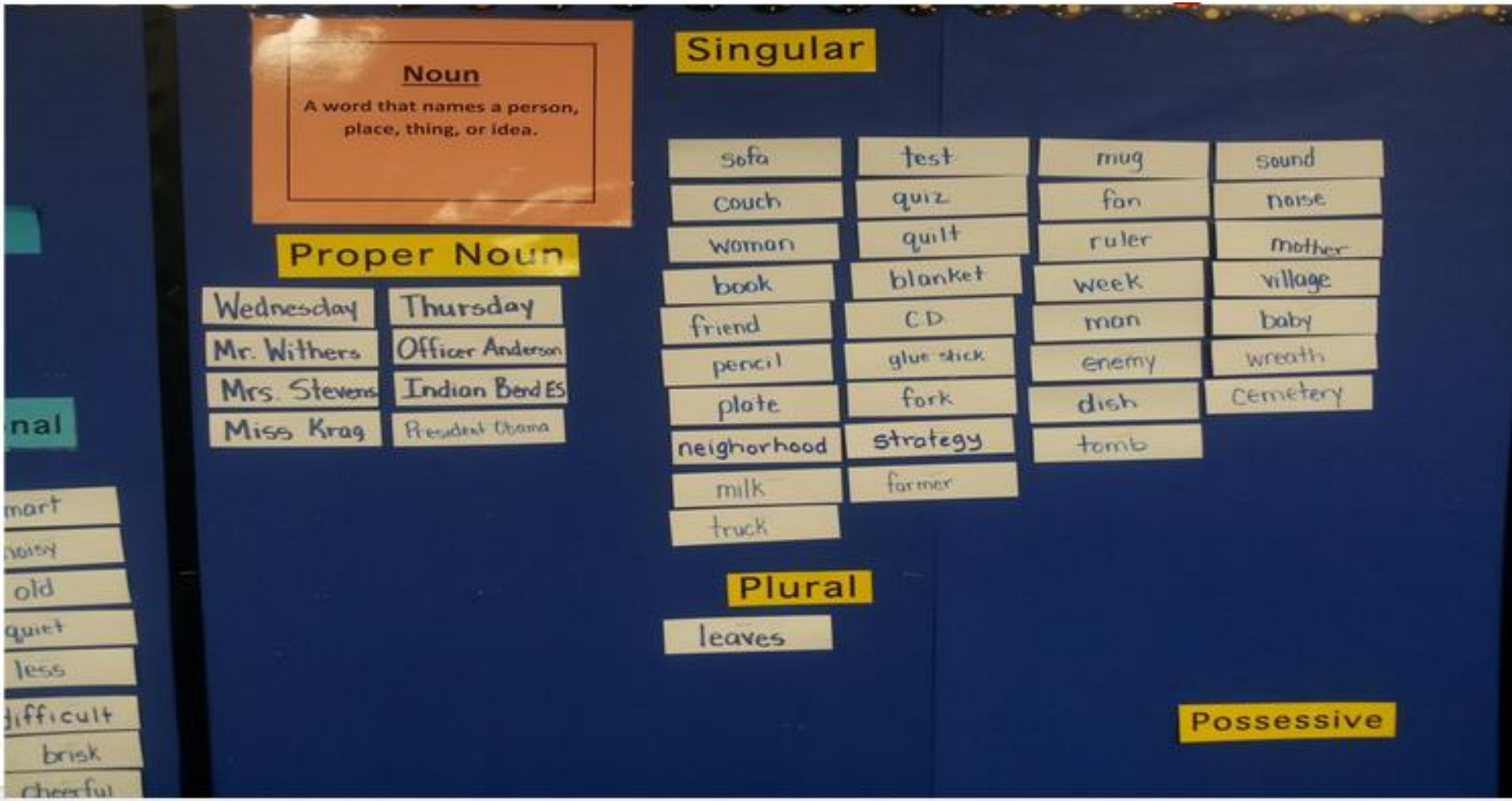
Kindergarten Language Warm up

Kindergarten –Verb Tense Study Preview Chart

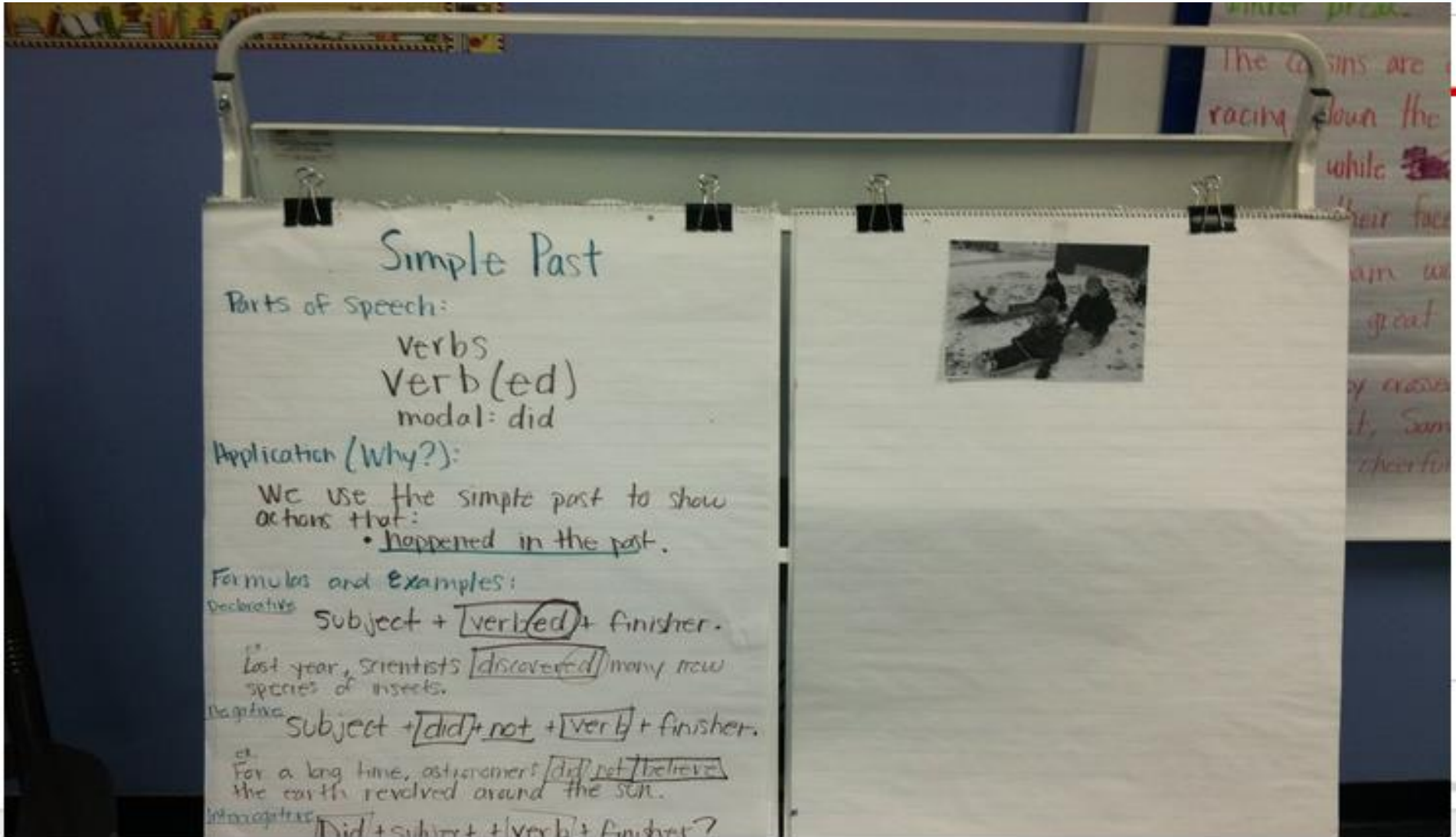


Grammar Wall- Grade 2

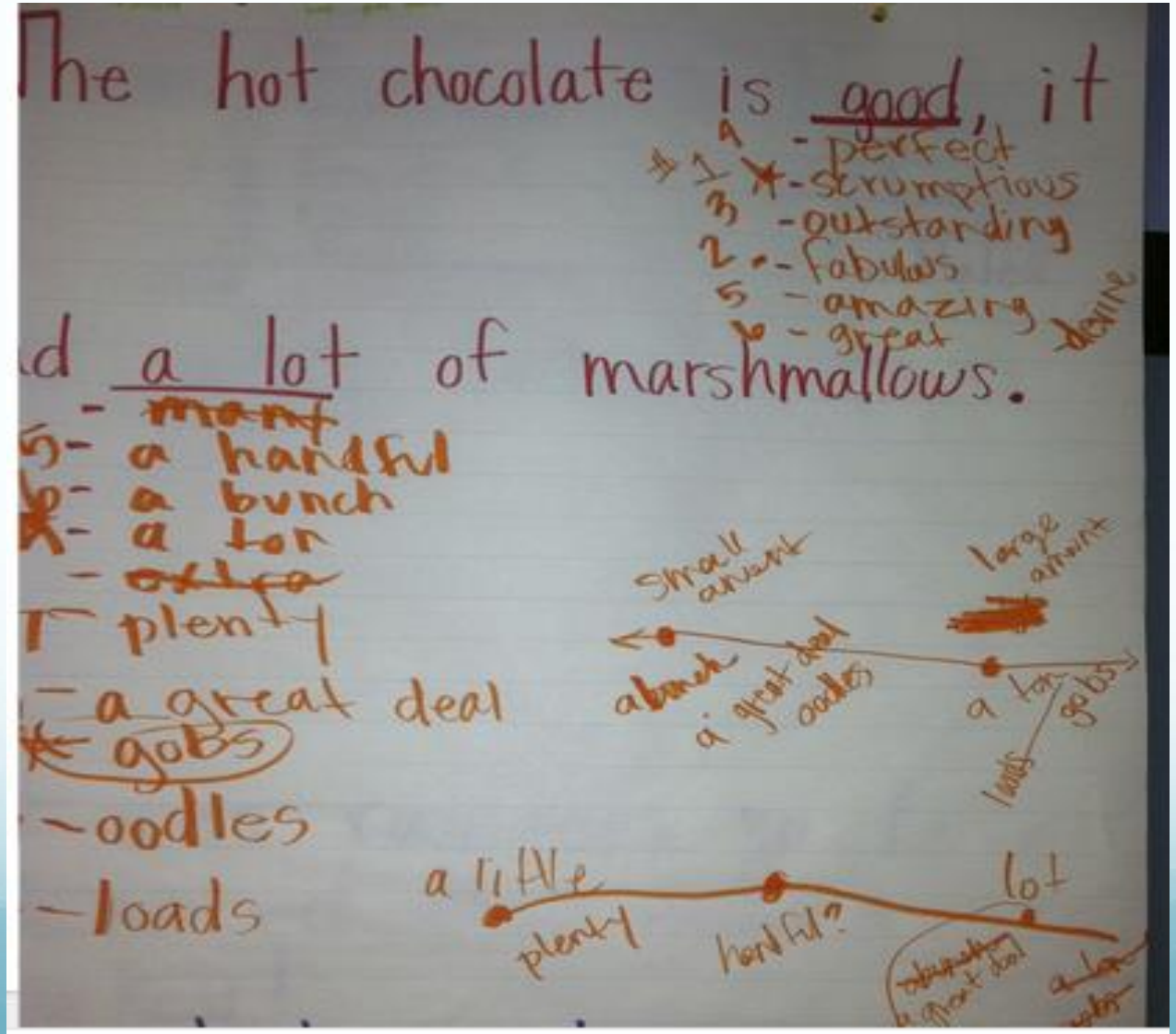
Noun Placard and Sub-Categories Grade 2



Verb Tense Study Preview Chart-Grade 2



Collaborative Chart Grade 4/5



Grade 3 Lesson Plan

FOUR PICTURE STORY FRAME PLANNING SHEET

LANGUAGE OBJECTIVE: We will write four sentences in the **Simple Present Verb Tense** to create a paragraph that tells how to **induce magnetism.**

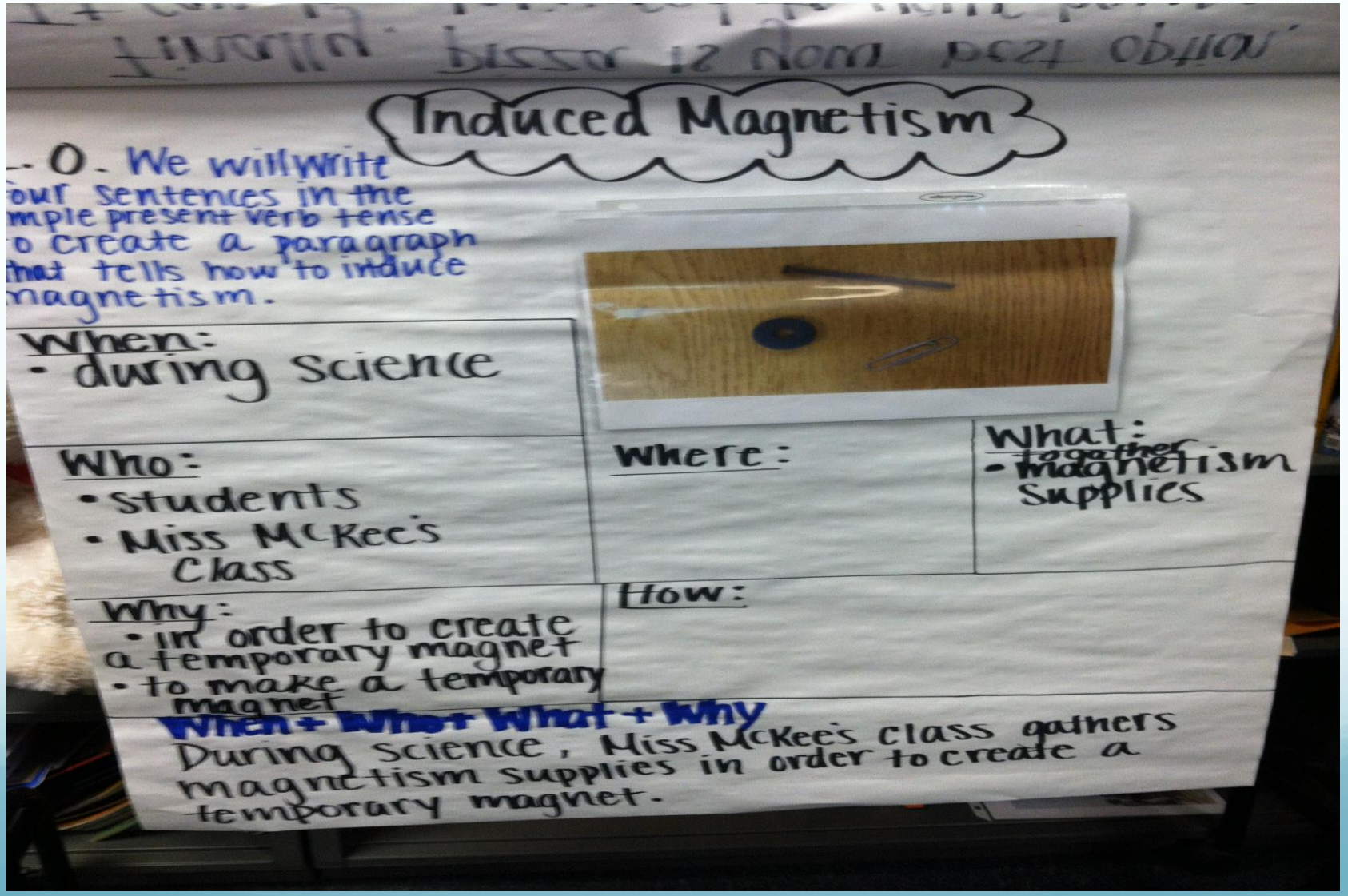
WHEN	PICTURE #1	WHERE
*during science	Components used: nail, magnet, paperclip	
WHO		**WHAT**
*Miss McKee's class *students		*to gather the magnetism components *to need a magnet, nail, and paperclip
WHY		**HOW**
*in order to create a temporary magnet *to make a temporary magnet		
SENTENCE #1 SYNTAX PATTERN: When + Who + What + Why		
SENTENCE: **During Science, Miss McKee's class gathers the magnetism components in order to create a temporary magnet.**		

WHEN	PICTURE #2	WHERE
*after the materials are collected *once they have the materials	Magnet attracting the nail	*to the nail *on the nail
WHO		**WHAT**
*they *the students		*to attract the magnet *to place the magnet
WHY		**HOW**
		*carefully *cautiously
SENTENCE #2 SYNTAX PATTERN: When + Who + How + What + Where		
SENTENCE: **After the materials are collected, the students carefully attract the magnet to the nail.**		

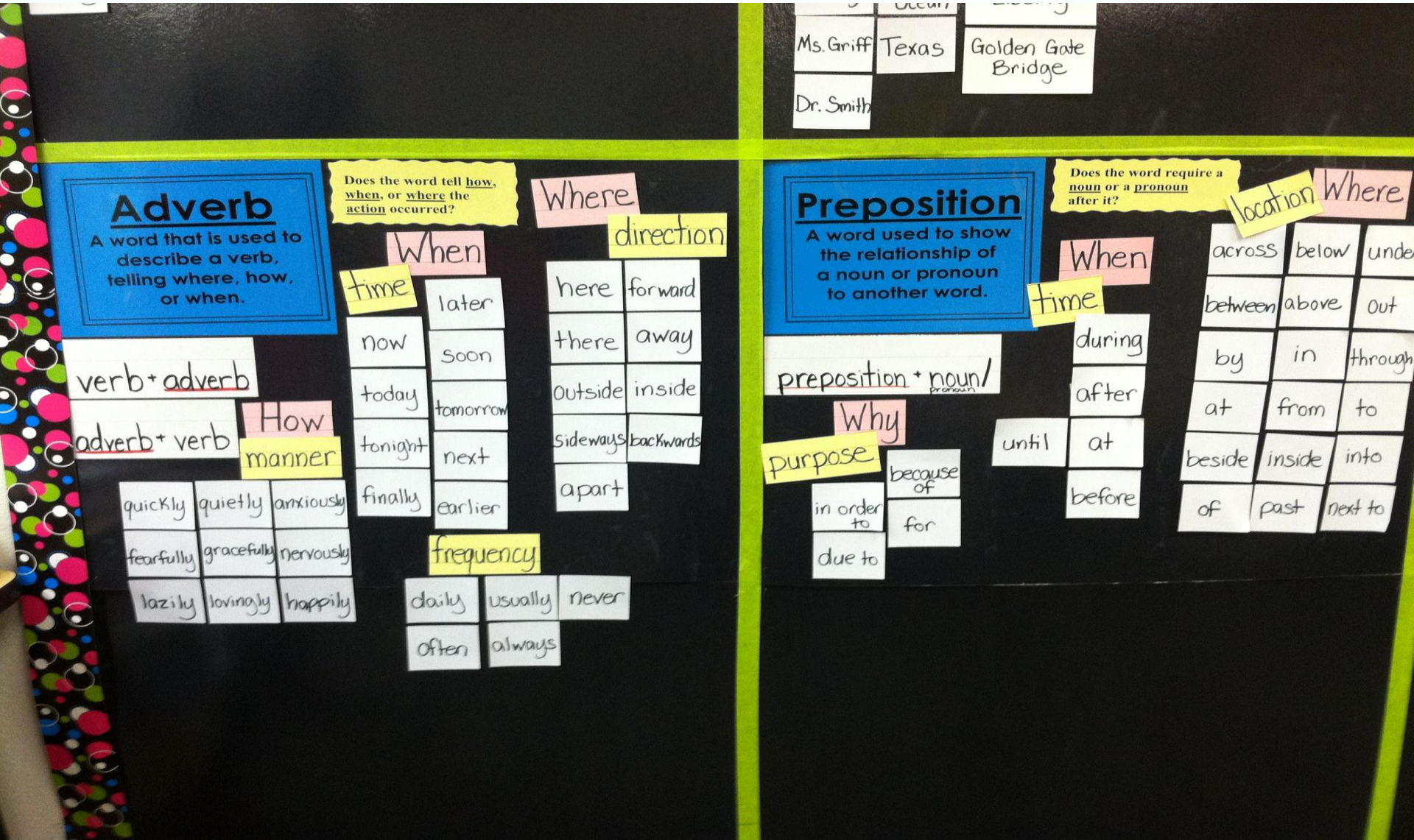
WHEN	PICTURE #3	WHERE

WHEN	PICTURE #4	WHERE

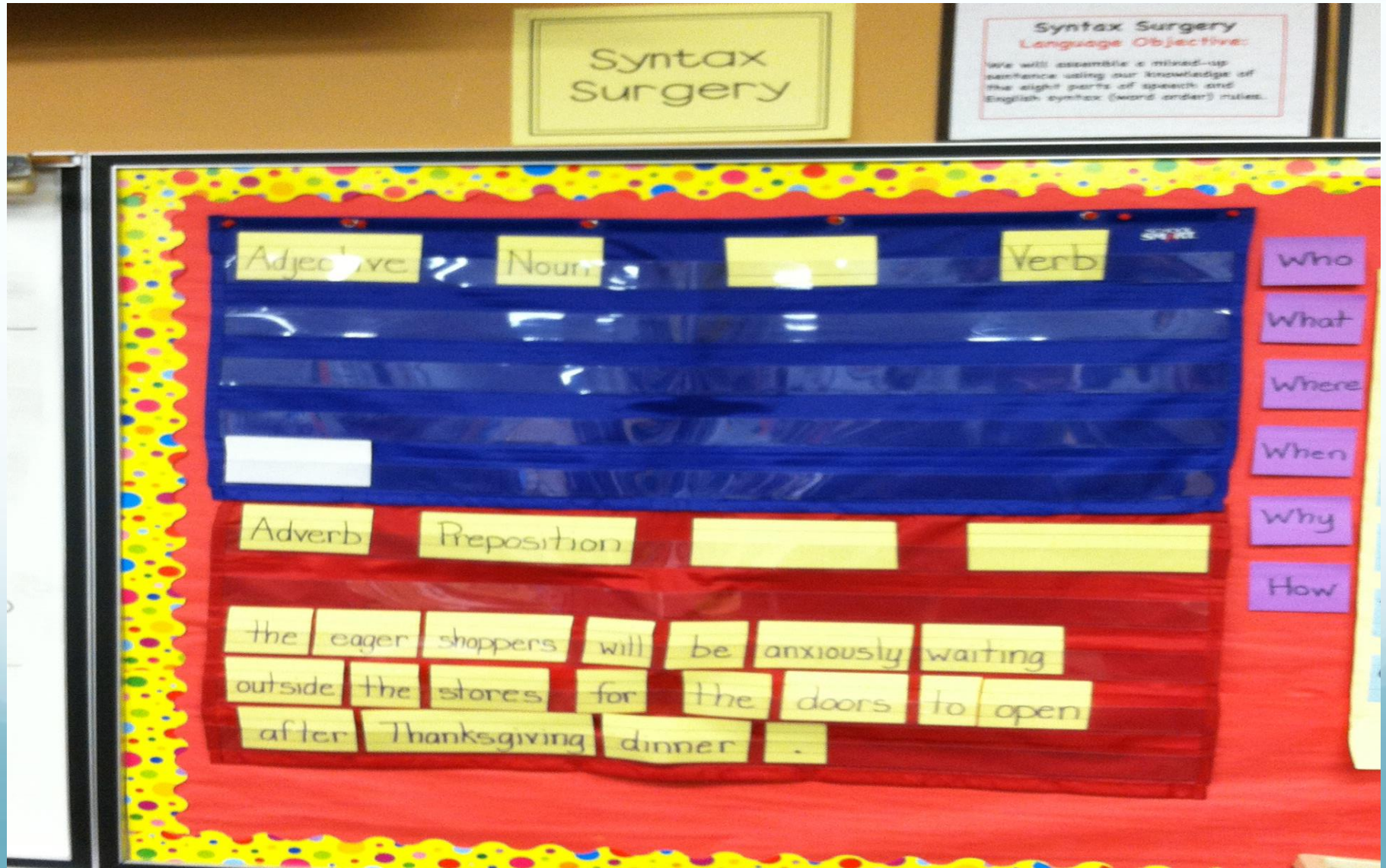
Grade 3
Preview Chart



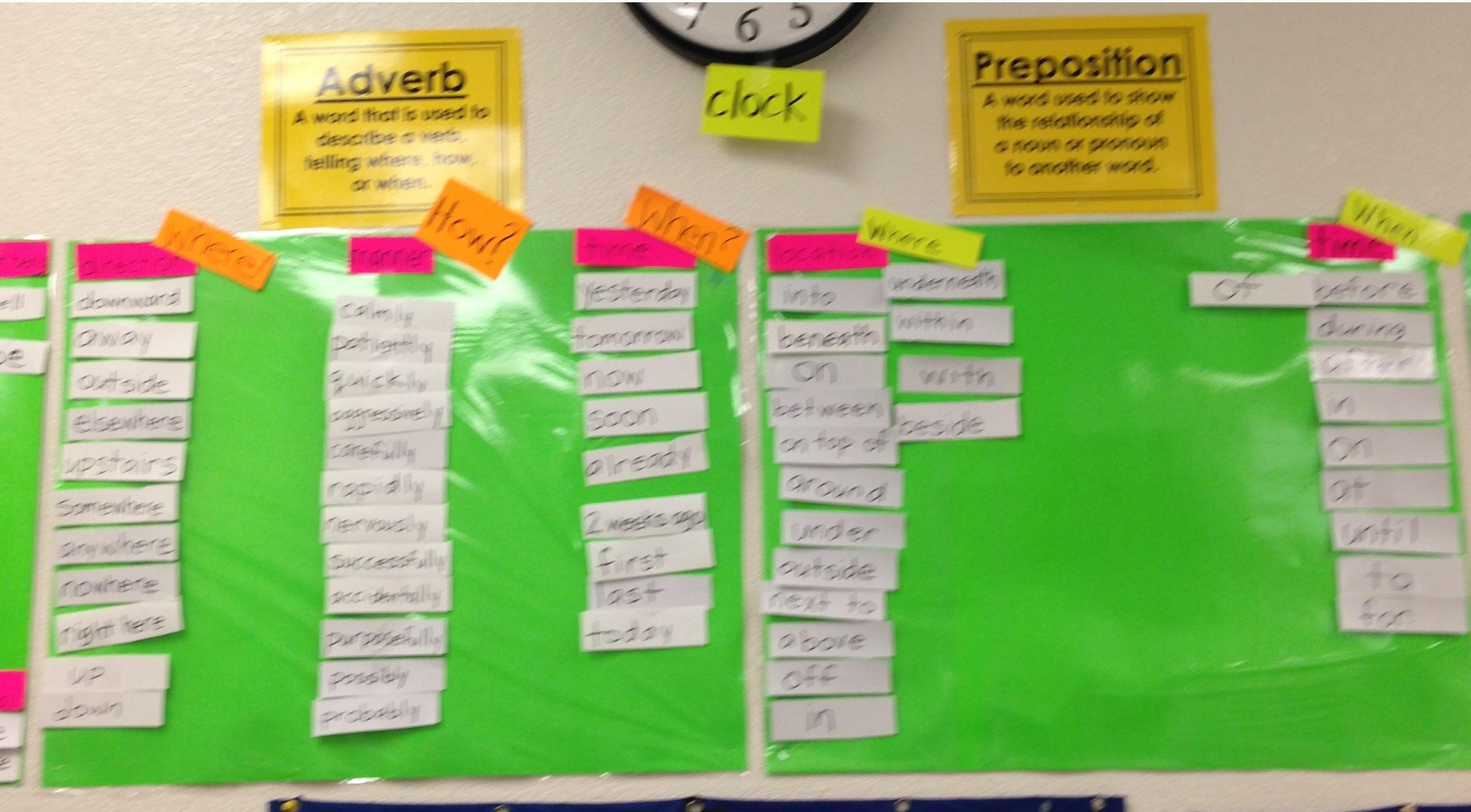
Grade 4/5
Grammar Wall



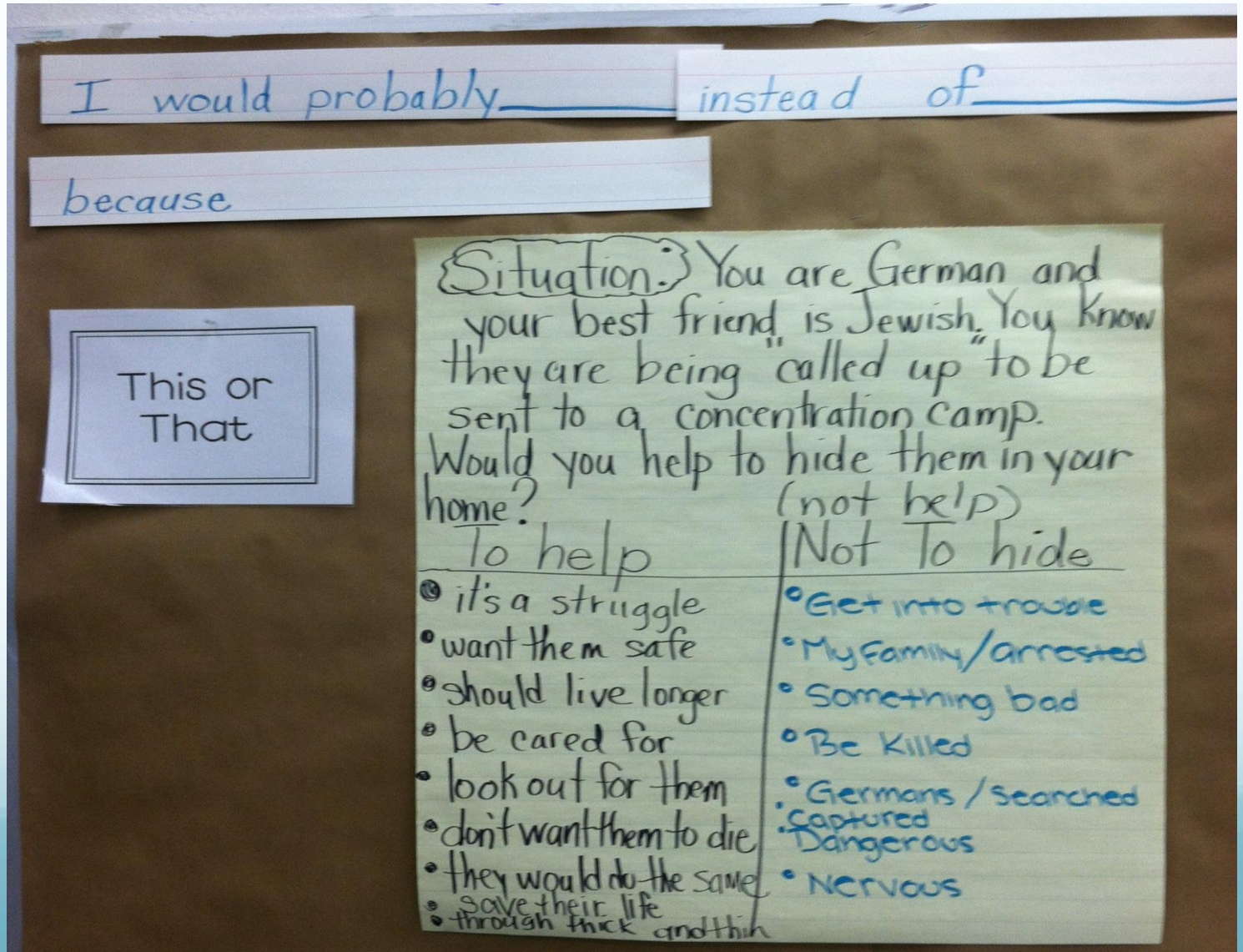
Grade 4/5
Syntax Surgery



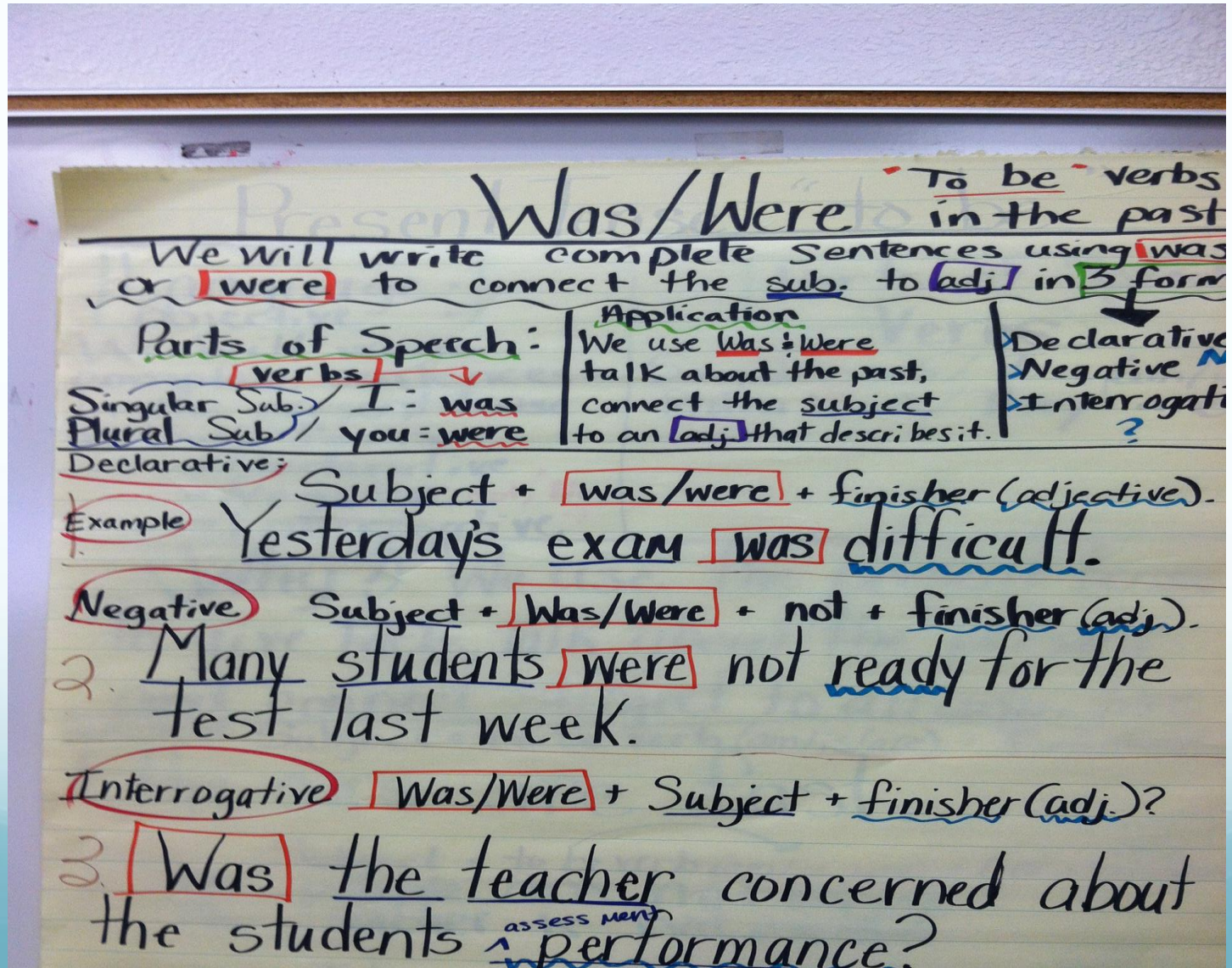
Grades 7 & 8
Grammar Wall



Grades 7 & 8
This or That

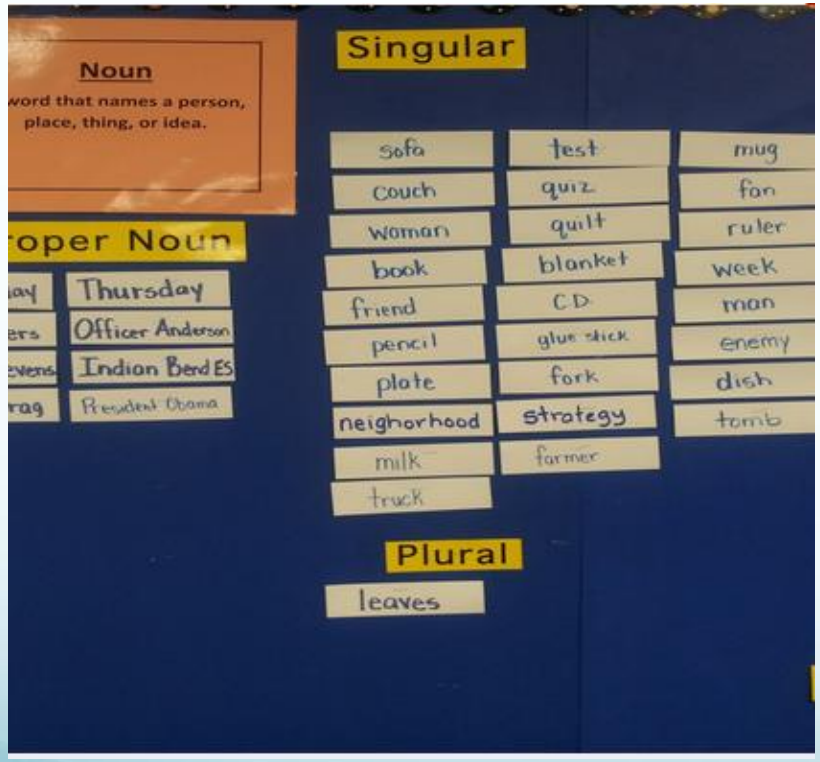


Grades 7 & 8
Verb Tense Study

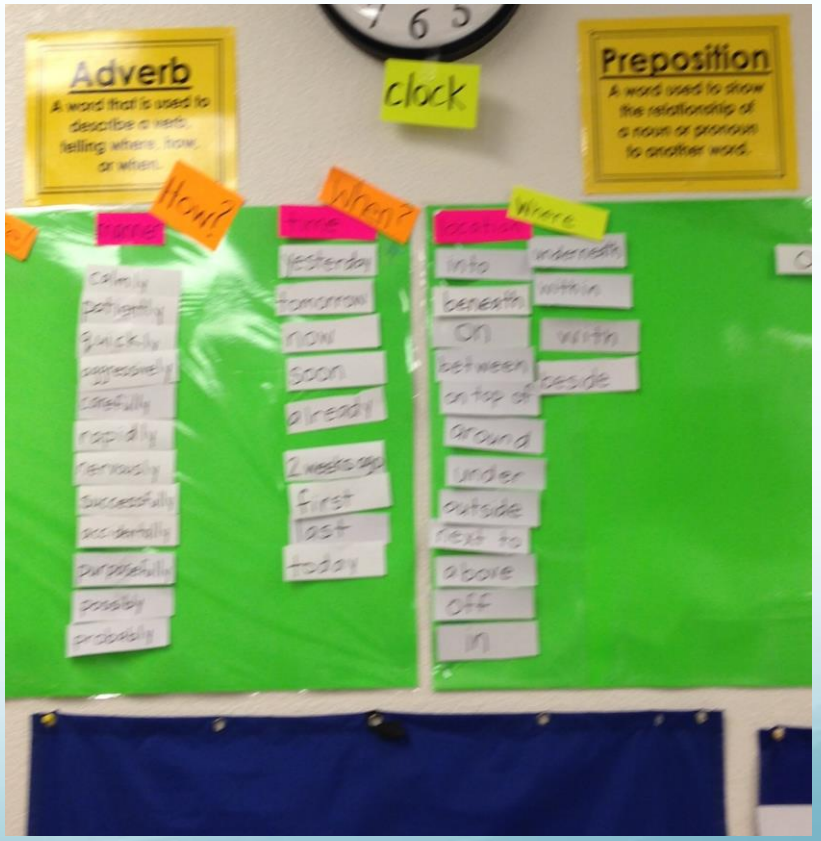


Grammar Wall

Grade 2

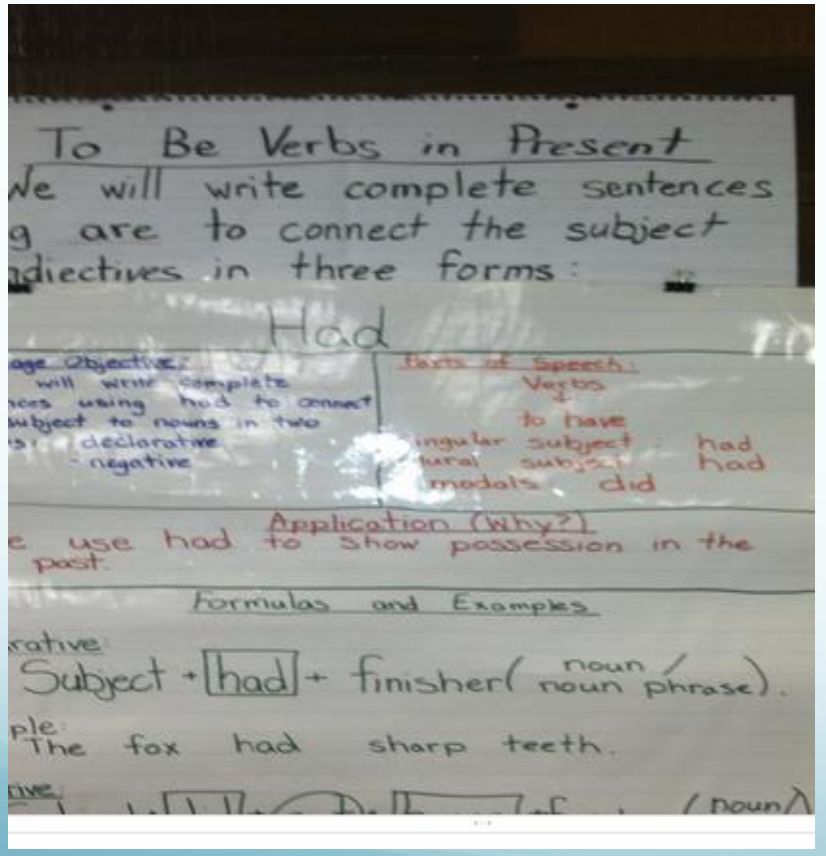


Grade 7/8

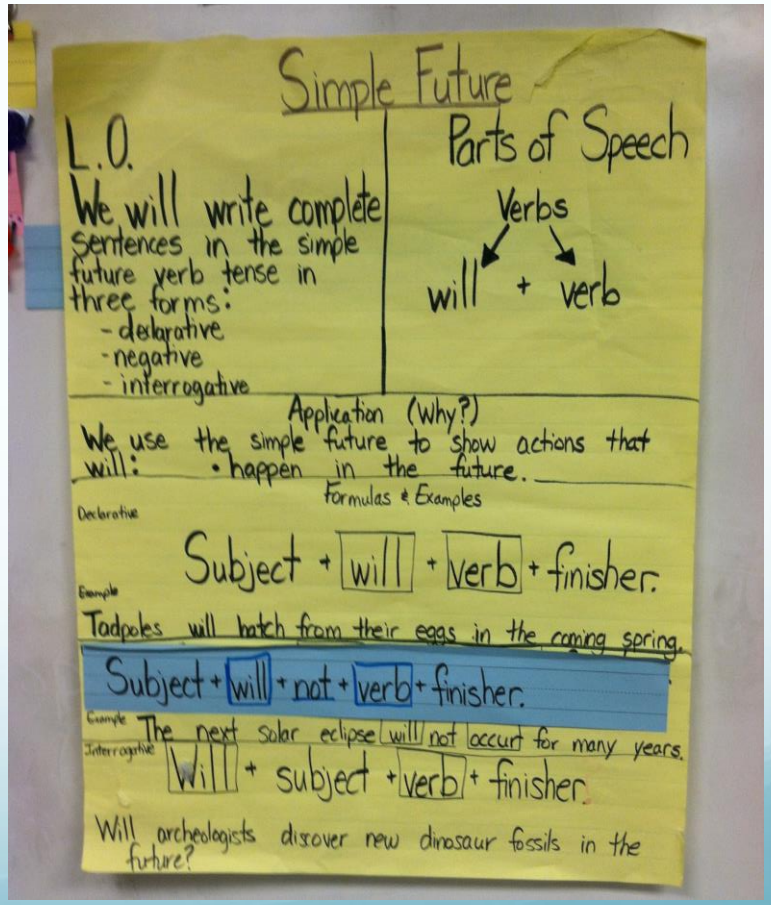


Verb Tense Study

Kindergarten

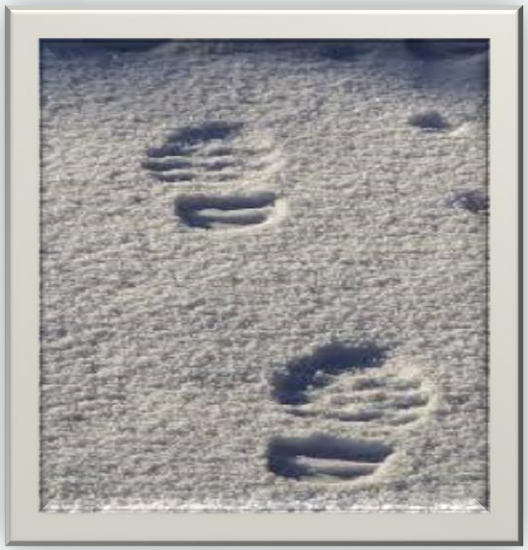


Grades 4/5



Reflection…

1. Are instructional practices consistent across grade levels and schools in your district?
2. Is there strong evidence of deliberate language instruction in the classrooms?
3. Are you able to discern a language objective in all ELD lessons?
4. Do you have a common vision for the purpose of ELD?



Step 10

Provide Additional Teacher Support

- Chart parties
- ELD teacher website
- Shared lesson plans
- ELD collaboration meetings

Celebrate!!

Remember This…

In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.

Theodore Roosevelt